DOCUMENT RESUME

ED 078 208 VT 020 409

TITLE	New York State Advisory Council on Vocational Education First Annual Report, Fiscal Year 1970.
INSTITUTION	New York State Advisory Council on Vocational Education, Albany.
SPONS AGENCY	National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
PUB DATE	Jan 71
NOTE	78p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Advisory Committees; *Annual Reports; Area Vocational Schools; *Cost Effectiveness; High Schools; Post Secondary Education; Program Effectiveness; *Program Evaluation; State Programs; *Vocational Education
IDENTIFIERS	*New York State Advisory Council

ABSTRACT

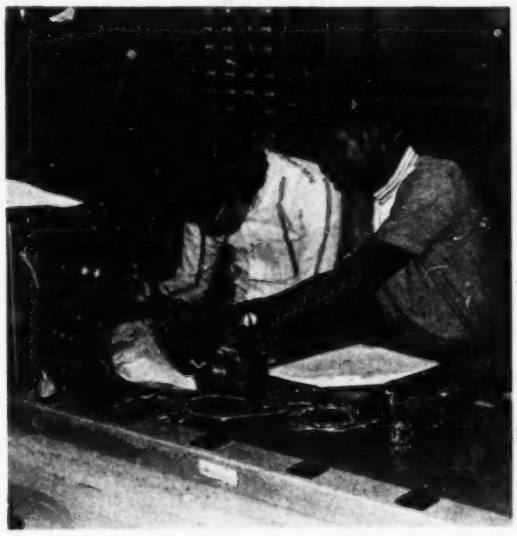
This document is a report of investigative proceedings, findings, and recommendations reached by the Advisory Council on the status of occupational education in New York. The report centers primarily around 10 programmatic concerns of the Council in the areas of planning, budgeting, operation, and policy regulations regarding vocational teacher certification. The assessment was directed toward finding methods which would serve to solve the problems causing the concerns. Some of the recommendations which were arrived at, include: (1) More efforts should be made by educational institutions and personnel throughout the State to make the public more aware of opportunities in occupational education, (2) Educators should act to redefine occupational education and expand it so as to emphasize manual skills, (3) Attempts should be made to widen the scope of the curriculum, (4) More should be done to provide early vocational guidance and programs should be redesigned or reoriented to fit the needs of all students, (5) Policies should be adopted that aid in the operation of programs, (6) New approaches to funding should be considered, (7) Federal and state governments should coordinate their programs to aid in manpower development, (8) Existing laws governing teacher certification should be redrafted, (9) More cooperation between the Council and Board of Regents is indicated. (Author/SN)

FILMED FROM BEST AVAILABLE COPY

ED 078208

FIRST ANNUAL REPORT

New York State Advisory Council for Vocational Education



FISCAL YEAR 1970

VT020409

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ROBERT S. SECKENDORF
ASSISTANT COMMISSIONER FOR
OCCUPATIONAL EDUCATION

STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION
JOHN C. BRISCOE, SECRETARY

February 4, 1971

The Honorable Ewald B. Nyquist
Commissioner of Education
State Education Department
Albany, New York 12224

Dear Commissioner Nyquist:

In accordance with Section 120-23 (c), Federal Rules and Regulations, Public Law 90-576, the New York State Advisory Council on Vocational Education herewith presents to you, for further transmittal to the Board of Regents, the Annual Evaluation Report on Occupational Education for fiscal year 1970.

The Council also calls to your attention the statutory requirement that the report be transmitted unchanged, but with appropriate comments by the Regents, to the Commissioner of Education, United States Office of Education, and to the National Advisory Council on Vocational Education.

It is the hope of each member of the Advisory Council that this report will serve to support and strengthen occupational education in New York State.

Sincerely,

J. Walter Juckett

J. Walter Juckett
Chairman

ED 078208

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FIRST ANNUAL REPORT

(Fiscal Year 1970)

NEW YORK STATE ADVISORY COUNCIL

ON VOCATIONAL EDUCATION

January, 1971

Public Law 90-576
90th Congress, H.R. 18366
October 16, 1968
An Act
Amendments to the Vocational Education Act of 1963
Title I, Section 104 (B)

State Advisory Council
"Any State which desires to receive a grant under this Title for any fiscal year shall establish a State Advisory Council."

C O N T E N T S

	Page
Members of the Advisory Council	iv
Foreword	viii
Objectives of the Report	ix
A Summary of the Advisory Council's Concerns	1
Concern I	2
Concern II	4
Concern III	5
Concern IV	6
Concern V	8
Concern VI	9
Concern VII	10
Concern VIII	11
Concern IX	12
Concern X	13
Appendix A, Summary of Organization and Activities of the New York State, Advisory Council on Vocational Education, July 1, 1969 - June 30, 1970	14
Appendix B, Summary of Independent Evaluation Study of the State Plan, July 1, 1970 - June 30, 1971	18
Appendix C, Financing Occupational Education in New York State, A Statement of Position of the New York State Advisory Council on Vocational Education	30

CONTENTS

	Page
Appendix D, Report of The New York State Advisory Council, Occupational Teacher Certification Study Committee	37
Appendix E, Synopsis of State Plan Goals and Accomplishments	41

MEMBERS OF THE ADVISORY COUNCIL

(Appointed by Governor Nelson A. Rockefeller, April, 1969)

Mr. Clifford Allanson
Executive Director
State Council of Retail Merchants
Albany, N. Y.

Dr. Bertram Black, Professor of
Psychiatry, Albert Einstein
College of Medicine
New York City

Mr. Lawrence Burwell
Executive Director
Albany Area Urban League
Albany, N. Y.

Mr. Prentiss Carnell, III
Dean of Administration and
Secretary-Treasurer
Albany Business College
Albany, N. Y.

Mr. Louis Cenci, Exec. Sec.
New York City Advisory Council
for Vocational Education
New York City

Mr. Joseph F. Collins
Administrator, Central Park
Junior High School
Schenectady, N. Y.

Mr. Raymond R. Corbett, President
New York State AFL-CIO
New York City

Dr. Bernard Donovan, Superintendent
of Schools, New York City
New York City

Mr. Otis Finley, Jr. Marketing
Associate, Eastman Kodak Company
Rochester, N. Y.

Mr. Alfred L. Green, Exec. Director,
New York State Department of Labor
Albany, N. Y.

Mr. Manuel A. Gonzalez
Concentrated Employment Program
New York City

Dr. James F. Hall, President
Dutchess Community College
Poughkeepsie, N. Y.

Mrs. Laura P. Houston, Vice President
College for Human Services
New York City

Mr. Morris Iushewitz, Secretary
New York City Central Labor
Council, AFL-CIO
New York City

Mr. J. Walter Juckett, President
Sandy Hill Corporation
Hudson Falls, New York

Dr. William Kinnard, Assoc. Director
Albany Medical Center Hospital
Albany, N. Y.

Mr. Leo Kogan, Director
Upholstery Trades School
New York City

Dr. Joseph Manch, Superintendent of
Schools
Buffalo, New York

Dr. Jo Pahopin, Director, Div. of Home
Economics, State University of New York
Plattsburgh, N. Y.

Mr. Russell Service, Assoc. Exec. Vice
President for Urban Affairs, YMCA
of Greater New York
New York City

Dr. James S. Smoot, Vice Chancellor
State University of New York
Central Administration
Albany, N. Y.

Mr. Richard Sparks, District Superintendent
of Schools, Niagara-Orleans Counties
Medina, N.Y.

Mr. Paul Taber, Director,
Public Relations, AGWAY
Syracuse, N. Y.

Mr. Gwyn Thomas, Executive Assist. to the
President and Secretary
Associated Industries of New York State
Albany, N. Y.

Mr. Harold Wakefield, Assistant Vice
Chancellor, Computer Systems
Development, State University of New York
Central Administration
Albany, New York

Mr. James J. Warren, Vice Chairman
Board of Trustees of State University
of New York
Albany, New York

Mr. Frank J. Wolff, Assistant Superintendent
Board of Cooperative Educational Services
Nassau County
Long Island, New York

Mr. William Zimmerman, Deputy Commissioner
New York State Department of Commerce
Albany, New York

Excellence, by definition is a level only a few can achieve. Striving for excellence in education is a worthy goal for New York State and its school system, and it is a corollary that New York State should set, and accept none less than the highest standards of excellence for occupational education.

FOREWORD

This first annual report of the New York State Advisory Council on Vocational Education is based upon more than a year of extensive meetings and study by the Council. Submitted as a comprehensive, objective statement on the status of occupational education in the State, the report is directed to the attention of the Governor, the Legislature, the Board of Regents, the State Education Commissioner and his staff, the officers and staffs of educational institutions, local Advisory Councils, and the general public -- all of whom have vital roles in the development of this important field. The Council hopes this and later reports will result in wider understanding of occupational education in the State, and of the need for increasing and improving occupational education programs, activities, and services to the people of New York State. The report is also directed to the U.S. Commissioner of Education and The National Advisory Council on Vocational Education as required by statute, Public Law 90-576, The Vocational Education Amendments of 1968.

The Council extends special commendation to Dr. Robert S. Seckendorf for his vigorous leadership in developing and executing the State's occupational education program, and expresses deep appreciation of the cooperation of members of his staff.

John C. Briscoe
Secretary to the Council

OBJECTIVES OF THE REPORT

The Advisory Council has identified several occupational education problem areas which require particular study and action. In the sections that follow, these problems are stated and discussed.

The objectives of this report are to:

1. Give the Advisory Council's assessment on occupational education problems of particular urgency.
2. Develop the salient factors and important policy considerations which bear upon these problems.
3. Make specific recommendations.
4. Stimulate plans and actions.

A SUMMARY OF THE ADVISORY COUNCIL'S CONCERNS

CONCERN I--That many persons in the State, parents, students, educators, employers, are uniformed about the nature and value of vocational education.

CONCERN II--That occupational education is considered by some as the custodian of those students who do not "fit into the academic system".

CONCERN III--That too many counseling and guidance programs in high schools and two-year colleges are directed almost entirely toward providing aptitude tests, advice and help for college-bound students.

CONCERN IV--That occupational education equipment, subject matter and teaching methods have to be kept up to date with the changing needs of society and technology.

CONCERN V--That occupational education in New York State operates at a financial disadvantage because of inequities in the State's educational funding laws.

CONCERN VI--That federal and state planning for comprehensive manpower legislation has not given adequate attention to the value of occupational education in manpower development.

CONCERN VII--That the present Regents regulations for the certification of vocational teachers are too rigid in course requirements and work experience.

CONCERN VIII--That there has been expressed to the Advisory Council the need for a Regents' statement outlining the role of private and proprietary institutions in the State's occupational delivery system.

CONCERN IX--That organized labor's representatives named to the Council have taken no part in Council activities during the year in review.

CONCERN X--That the Board of Regents should utilize more fully the potential of the Advisory Council.

CONCERN I--THAT MANY PERSONS IN THE STATE, PARENTS, STUDENTS, EDUCATORS, EMPLOYERS, ARE UNINFORMED ABOUT THE NATURE AND VALUE OF VOCATIONAL EDUCATION.

Comment--The Advisory Council is concerned about the great need to stimulate more public awareness and information about occupational education. Because of an over-emphasis on preparation for college (which tends to de-emphasize preparation for work) many capable young people leave school each year unprepared for any kind of work. The Council is also concerned that many other young people leave college each year and enter the labor market without marketable skills. Lack of financial resources, lack of guidance and lack of motivation are most often cited as causes; the Advisory Council believes these are not primary causes, but rather are caused by a lack of accurate information about the nature and value of occupational education and the consequent failure of many young people to prepare themselves to earn a livelihood.

Recommendations

1. That educators at all levels throughout the State initiate and sustain dialogue on occupational education and its value with key persons from business, industry, labor, and government. The purpose of this recommendation is to encourage persons at the grass roots to focus their expertise and resources upon local concerns for better education.

2. That all of the secondary schools and colleges of New York State join in a campaign to inform the public of the opportunities for career preparation through occupational education that are open to secondary, post-secondary, adult and college students.

3. That the State Education Department launch an on-going, information program of the widest possible scope to tell the people of the State of the kinds of career preparation and employment opportunities occupational education can provide.

4. That School boards, Advisory committees, parent-school organizations, faculty organizations and service groups undertake a program to orient themselves fully about occupational education and its values to the educational program of every community.

CONCERN II--THAT OCCUPATIONAL EDUCATION IS CONSIDERED BY SOME AS THE CUSTODIAN OF THOSE STUDENTS WHO DO NOT "FIT INTO THE ACADEMIC SYSTEM".

Comment--Occupational schools have to provide satisfactory academic courses or they are unfair to students. Comprehensive schools have to be as interested in the future blue collar workers as they are in the future professional workers. The purpose of occupational education is not to serve as the custodian of those students who do not fit into the more general and supposedly "better" system. The Council considers occupational education, a full partner in education capable of bringing to the total educative process, many relevant ways for meshing liberal and occupational arts to expand the horizons and opportunities for the major portion of the student population.

Recommendations

1. The Regents redefine occupational education, through a position paper, as that aspect of the educational experience which helps students to discover and develop their talents, and to use them in working toward careers. The new definition should emphasize that occupational education embraces development of manual skills, but is not limited to them.

2. As a means of breaking down learning barriers created by the separate-subject, separate-teacher, separate-classroom pattern, wide-scale programs be encouraged in junior and senior high schools that will team academic teachers and counselors with occupational teachers for the improvement of all education.

CONCERN III-THAT TOO MANY COUNSELING AND GUIDANCE PROGRAMS IN HIGH SCHOOLS AND TWO-YEAR COLLEGES ARE DIRECTED ALMOST ENTIRELY TOWARD PROVIDING APTITUDE TESTS, ADVICE, AND HELP FOR COLLEGE-BOUND STUDENTS.

Comment--The primary responsibility for preparing young people for a productive life rests with the educational system. A counseling and guidance system that tends to over-emphasize professional career preparation and college admissions criteria tends also to leave students and parents with the impression that education for any other goals is inferior education. The potential value of occupational education is seriously eroded where adequate, informed occupational guidance and counseling is lacking.

Recommendations

1. Increased flexibility in student programming be stimulated by school administrators, making possible instruction in occupational subjects for college bound students and acquisition of academic college-entrance requirements for vocational students.

2. Introduce occupational guidance into the early school years through new, dynamic programs that will inform and interest the students with industry and commerce as well as the professions, and which will help them match their aptitudes and interests to career objectives.

3. Redesign and reorient programs of guidance and counseling using more counselor aides and paraprofessionals who can relate and interpret occupational education programs to the local communities.

CONCERN IV--THAT OCCUPATIONAL EDUCATION EQUIPMENT, SUBJECT MATTER AND TEACHING METHODS HAVE TO BE KEPT UP TO DATE WITH THE CHANGING NEEDS OF PEOPLE AND TECHNOLOGY.

Comment--In the past, occupational education has been concerned generally with training people for their first jobs. In an era when the nature of jobs changed very little over the years, changing equipment, teaching methods and subject matter was not an urgent matter. Even today, much of the emphasis of occupational education programs still has to be upon the preparation of young learners for their initial entry into the occupational job market. Also, much emphasis still has to be upon programs for adult students who need to acquire new, or update existing skills and knowledge. Because of the changing character of society and its technology in this era, it is necessary that the State of New York face the need to maintain its occupational education delivery system and all its components at a capability level that can match temporal work and social demands.

Recommendations

1. That the Regents issue a position statement, including statements from the Council, calling upon the State's schools nd colleges to appraise and improve the status and timeliness of their occupational programs, including teaching staff, curriculum, and equipment.

2. That the State Education Department develop a set of guidelines for use by the State's schools and colleges in planning and implementing the process of updating.

2. The Legislature should act to provide continuing operational support at an oppropriate level for New York State's system of occupational skill centers and vocational schools so they can be utilized fully.

3. The New York State School Transportation Law be amended to provide for student transportation aid between the home schools and area skill centers, at the same percentage as local district transportation aid.

4. The Legislature adopt a special formula for the construction of occupational education facilities recognizing the optimum 20 pupils per class capacity and the additional space needs unique to occupational education programs.

5. Increase State funding to support adult occupational education programs.

CONCERN V--THAT OCCUPATIONAL EDUCATION IN NEW YORK STATE OPERATES AT A DISADVANTAGE BECAUSE OF INEQUITIES IN THE STATE'S EDUCATION FUNDING LAWS.

Comment--Reaching the goal of occupational education at any level, available within reasonable commuting distance for most residents of the State, will require capital construction and equipment, plus the development of secondary, adult and college-level programs and services. The Advisory Council recognizes that occupational education is costly, but the Council is firm on the position that occupational education is needed by more persons than any other aspect of education. Occupational education has to be adequately financed. Examples of the need for improvements in the school financing laws are that:

> The current building program formula makes no distinction between academic and occupational education as it applies to allowances for construction aid.
>
> Under the existing transportation law, there is no provision for aid to the participating districts for the transportation of students to and from the occupational centers.
>
> Major changes in the present two-year college law calling for increased state financial support are needed if the occupational-technical programs at the college level are to be sustained.
>
> The present Occupational Education capacity for services to the unemployed and underemployed adults is under financed Adult Occupational Education services should be doubled in the next decade.

Recommendations

1. The legislature should revise the State-aid formula making added provisions for funding occupational education as a special program that requires additional support above the general aid formula.

CONCERN VI--THAT FEDERAL AND STATE PLANNING FOR COMPREHENSIVE MANPOWER LEGISLATION HAS NOT GIVEN ADEQUATE ATTENTION TO THE VALUE OF OCCUPATIONAL EDUCATION IN MANPOWER DEVELOPMENT.

Comment--The federal and state governments can no longer be satisfied with merely training manpower for existing work. Government must actively nurture and develop the varied talents of the people by establishing an educational environment in which those talents can come to fruition. Through its manpower legislation study committee, the Council has examined the nature, intent and implications of the various federal comprehensive manpower bills that have been proposed. It has found no reasons to quarrel with the underlying purposes, but it questions some implications that will effect the future of occupational education. For example, major legislative proposals known generally as Comprehensive Manpower Bills have provided no (or very little) role for occupational education at the state level.

Planning and implementing a comprehensive manpower development program for the state requires that all agencies involved cooperate and share responsibilities. Therefore, the Advisory Council will continue its studies of future manpower training proposals and the positions of all interested agencies.

Recommendation

1. The Council recommends re-inforcement of coordination between the State Education Department and the State Labor Department in working out long-term programs to meet the changing manpower needs of our state.

CONCERN VII--THAT THE PRESENT REGENTS REGULATIONS FOR THE CERTIFICATION OF VOCATIONAL TEACHERS ARE TOO RIGID IN COURSE REQUIREMENTS AND WORK EXPERIENCE.

Comment--As part of its total effort to study the practices, trends, and issues of occupational teacher certification in New York State, the New York State Advisory Council on Vocational Education established the Certification Study Committee on November 21, 1969. The report of the Study Committee was presented to the Advisory Council on January 28, 1970, and forwarded by it to the Board of Regents in August of 1970. (A copy of the full text is appended to this report.)

Recommendations

1. That the Regents Certification Regulations be redrafted. Certification regulations must be made flexible enabling persons administering occupational programs in the field to obtain the types of teachers they deem necessary to insure the success of their programs.

2. That admissions criteria at occupational teacher training institutions be restudied and revised allowing as many paths as possible for persons to prepare for, enter and advance in the occupational teaching profession.

3. That efforts be continued and expanded to improve techniques for the evaluation of all teachers, particularly during the period of probationary service. We urge continued efforts to improve performance evaluation following tenure.

CONCERN VIII--THAT THERE HAS BEEN EXPRESSED TO THE ADVISORY COUNCIL THE NEED FOR A REGENTS' STATEMENT OUTLINING THE ROLE OF PRIVATE AND PROPRIETARY INSTITUTIONS IN THE STATE'S OCCUPATIONAL DELIVERY SYSTEM.

Comment-- According to the Vocational Education Amendments of 1968, Federal vocational education funds may be used to provide vocational training through private institutions in cases where the institution can contribute significantly toward State Plan objectives; can provide equivalent training at lower costs than public institutions. The Council calls to the attention of the Regents that there has been expressed by persons concerned with private and proprietary vocational schools the need for a clear and specific statement of policy by the Regents explaining how the facilities and resources of private and proprietary schools and colleges are to be used in carrying out the purposes of the Vocational Education Amendments. In the position paper to the Regents, "Financing Occupational Education in New York State," the Council stated its thoughts for utilization of private institutions. (See Appendix C)

Recommendation

1. The Regents issue a specific statement on the role of private and vocational institutions in the State's occupational education delivery system.

CONCERN IX--THAT ORGANIZED LABOR'S REPRESENTATIVES NAMED TO THE COUNCIL HAVE TAKEN NO PART IN COUNCIL ACTIVITIES DURING THE YEAR IN REVIEW.

Comment--There is need for reinforcing the Advisory Council through active labor participation so that the role of organized labor in the occupational education field can be fully understood.

Recommendations

1. That the Board of Regents give their immediate attention to the need to obtain the active participation of organized labor representatives serving as Council members.

CONCERN X--THAT THE BOARD OF REGENTS SHOULD UTILIZE MORE FULLY THE POTENTIAL OF THE ADVISORY COUNCIL.

Comment--The New York State Advisory Council on Vocational Education is an active body of persons, highly qualified and willing to assist the Regents through advice and views on matters, not just limited to occupational education. Many of the policy concerns which the Regents must face are congruent with the expertise of Advisory Council members. For example, urban education, continuing education, rehabilitation, higher education, private education, etc., all interact with occupational education and members of the Council have specific qualifications to speak to such concerns.

Recommendations

1. Before the Regents prepare a position paper on Occupational education, they call upon the Advisory Council to make recommendations.

2. There be scheduled a meeting or meetings between the Advisory Council and the Regents for the exchange of ideas and concerns.

APPENDIX A

SUMMARY OF
ORGANIZATION AND ACTIVITIES
OF THE NEW YORK STATE
ADVISORY COUNCIL ON VOCATIONAL EDUCATION

July 1, 1969 - June 30, 1970

ORGANIZATION AND ACTIVITIES

The New York State Advisory Council on Vocational Education began its work in April of 1969 following the appointment and certification of twenty-eight members by Governor Rockefeller. In September of 1969 the Office of Secretary to the Council was established and staffed by a full-time professional and a stenographer. The Council maintains an office located in the Standard Building, 112 State Street, Albany, New York.

The members of the Advisory Council have been concerned with statewide strengthening of occupational education opportunities and resources provided for the people of the state, and for the study of occupational education programs, services and activities in the schools, colleges, and universities, and particularly in programs of vocational teacher and counselor education.

The Council has met in open exchange sessions with informed persons representing the disadvantaged populations of the State, handicapped persons of the State, employers and educators. These sessions were held in the Rochester-Buffalo area, the Albany-Schenectady-Troy area, and the New York City area.

From April 1969 through June 1970, the Advisory Council conducted studies of the teacher certification regulations, financing vocational education in the State, State Plan development, counseling and guidance problems, two-year college and other post high school vocational education efforts, Federal and State manpower legislation, and the evaluation of the State's programs, services, and activities. These studies have included seminars, conferences, visitations, and ad hoc committee studies, also in various localities across the state.

In addition to its activities within the State, the Advisory Council has engaged in matters of national scope. The Council Chairman and Secretary are members of the Steering Committee of State Advisory Councils which undertakes specific projects to develop National and State Advisory Council policies and guidelines and to provide liaison between the State and National Councils.

Reports on studies by the Council, entitled, "Financing Occupational Education in New York State," and "A Report on Vocational Teacher Certification Regulations," were issued during the year. This Annual Report is added to the list showing the major concerns and recommendations of the Council during the year in review. An independent evaluation study was conducted under contractual arrangement with the Center for Vocational Education Research and Services, New York University. The Council funded another study to compare costs of vocational education services to districts participating in area occupational centers through

BOCES to costs to similar districts not participating in BOCES programs, the results of which are not yet available.

As part of its on-going or continuing evaluation program, the Advisory Council plans to conduct a series of studies, conferences, and consultations about occupational education in New York State.

The State Advisory Council is funded under Section 104 (c) of the Federal Vocational Education Amendments of 1968, and derives no support from State appropriations or from other government or private foundations.

APPENDIX B

SUMMARY OF INDEPENDENT
EVALUATION STUDY
OF THE STATE PLAN

July 1, 1970 - June 30, 1971

CONDUCTED BY:

The Center for Field Research
and School Services
School of Education
New York University

PREFACE

As part of its on-going evaluation strategy, the New York Advisory Council authorized a contract with the Center for Field Research and School Services, School of Education, New York University for an independent evaluation study of the New York State Plan for Occupational Education for Fiscal Year 1970.

The statements which follow are a summary of the investigator's report to the Advisory Council and are submitted here without comment or revision by the Council. The conduct of the study and the preparation of the final report took several months longer than had initially been anticipated and consequently the Council is still studying the contents of the report.

Assessment of the report will be prepared at a later date when the Council has had sufficient time to assess the findings and recommendations.

SUMMARY

New York University was asked to conduct a study for the New York State Advisory Council on Vocational Education to meet the following objectives in reference to fiscal year 1970:

1. To provide a succinct statement of vocational education needs in New York State, especially in terms of the mandatee provisions of the Vocational Education Amendments.

2. To provide an overview of the data and reporting system in terms of its capacity to generate usable information required for conducting evaluation studies.

3. To determine whether stated goals and priorities are in keeping with the needs and are realistically geared to resources and capacities.

4. To summarize the nature and scope of vocational education activities in New York State.

5. To initiate the development of a design for systematic, continuing evaluation by the Council.

6. To recommend, if appropriate, modification in goals and priorities of the State Plan.

The study methods used were detailed review of the FY 1970 State Plan, its supporting documents and its historical context. Selected interviews with key personnel were to be conducted based on the document analysis. What follows is a summary of findings and recommendations.

Occupational Education Needs

An assessment of the FY 1970 State Plan indicated that demographic and manpower data available for assessing occupational education needs in New York State were usually too old to be useful. Apparently, no system exists for collecting such data. There were adequate data available to indicate the large urban areas and New York City in particular suffer most from the problems of population concentration and the disadvantaged. Another group in New York State requiring special occupational attention is the handicapped.

Recommendations

1. A comprehensive system for collecting demographic and manpower data required for assessing occupational education needs should be developed.

2. The needs of the urban disadvantaged, particularly in New York City, seem so acute that planning for them should be conducted as a special category rather than as sub-categories of Elementary Education, Secondary Education, Post-Secondary, etc.

3. As with the urban disadvantaged, planning for the handicapped should be conducted as a special category.

The Data and Reporting System

The current data system, Basic Education Data System (BEDS), is inadequate for collecting the occupational education data necessary for planning and decision making. The lack of an adequate system for collecting occupational education data no doubt explains the unreliability of much of the data in the FY 1970 State Plan. The State Department of Education has developed an Occupational Education Data Subsystem (OEDS) for implementation in FY 1971. OEDS shows potential for becoming one component of a two component master data system.

Recommendations

1. Conduct an assessment of the comprehensiveness and rationale of the newly developed Occupational Education Data Subsystem (OEDS).

2. Via a system approach, develop a master data system which would include two major articulated components:

   a) Occupational Education Data Subsystem

   b) a demographic and labor market data system.

Occupational Education Priorities

The FY 1970 State Plan does not adequately interrelate goals and priorities, needs and resources, and capacities. Organizational and conceptual consistency is poor, both within and between the long range and annual plans. Organizational problems of equal magnitude are not present in the FY 1971 State Plan where the format has been entirely reconstructed so that one can follow the progression from priority to objective to activity to funds allocated by reading from left to right across the page. The State Department of Education is to be commended for an improvement in planning design far superior to that laid down by the Federal guidelines.

In order to gain a rough measure of occupational education priorities for FY 1970, an analysis was conducted of factors reported in the FY 1970 State Plan related to the allocation of funds. The factors examined were Part B categories of the Vocational Education Amendments of 1968 (VEA), the estimated degree of financial need in each category, and the priorities set by the VEA. The analysis suggested the following priority of instructional programs in occupational educational (highest priority listed first):

Secondary education
Post-Secondary education
Adult education
Programs for the Disadvantaged,
  who cannot succeed in regular occupational education
  programs
Handicapped

The estimated FY 1970 allocations of Federal funds for the special Disadvantaged, Handicapped and Post-Secondary categories were the minimum required by the Vocational Education Amendments of 1968. After the minimum 40% required by Federal law was allocated to the Disadvantaged, Handicapped and Post-Secondary categories, 30% of the remaining 60% of Federal funds were allocated for Construction as compared to 11.4% of State funds and 7.7% of local funds. The top FY 1970 priority in the planned expenditure of State and local funds seems to have been for Secondary education. The top priority for the planned use of Federal funds seems to have been for Construction.

In an attempt to amplify the inferences concerning priorities based on data from the FY 1970 plan, a comparison was made with similar kinds of data from the FY 1971 State plan. Data from both Plans for occupational education suggest an increasing emphasis on the top priority area for both fiscal years, secondary occupational education, which is not justified by enrollment increases alone. The data from both Plans also suggest that the Federal government's concern with programs for the disadvantaged who cannot succeed in regular occupational education programs, the handicapped and post secondary education, is being met, in Federal dollar terms, at the minimum level permitted by Federal law.

Occupational Education Outcomes

It was possible to speculate to a limited extent about the success with which some of the objectives in the FY 1970 State Plan were met by comparing data for those objectives that appeared in both the FY 1970 and the FY 1971 State Plans.

Data for eight of the sixteen secondary occupational education objectives in the FY 1970 State Plan were also in the FY 1971 State Plan. In three instances, outcomes exceeded goals:

> the number of secondary occupational graduates continuing their education,
>
> the number of disadvantaged students enrolled in occupational education,
>
> and the number of health handicapped students enrolled in occupational education.

In three instances, outcomes fell below goals and in two of these the gap is quite large: 3,500 fewer secondary students participated in BOCES programs than was hoped for, the number of students in cooperative work experience programs fell 25,592 short of the goal, and occupational enrollments in the "Big Six Cities" fell 66,700 below the objective. In two instances, total occupational education enrollment in public secondary schools and the number of cooperative work experience programs, it was not possible to determine if identical figures in both Plans were due to postponement of the objectives or lack of data.

Data for five of the six objectives for post secondary occupational education appeared in both Plans. Goals were

exceeded in three instances; there were 10,000 more full-time students, and 32,200 more part-time students attending two-year public colleges and 4,305 more students attending private occupational education schools than had been set as a goal. Enrollment of disadvantaged students fell about 10%, or 1,420 students, below the objective. The FY 1971 State Plan indicates only 372 handicapped students were enrolled out of a goal of 8,600. Hopefully, there is some error in the handicapped figures.

Although four of the seven objectives for adult accupational education appeared in both Plans, outcome data were available for only two of them. Occupational education enrollment in two year community colleges was 4,700 greater than the 40,300 objective. On the other hand, the total enrollment in adult occupational education programs, 118,500, was 11,690 less than the goal. Apparently, no progress in planning for disadvantaged and handicapped adult occupational education had been made between development of the FY 1970 and FY 1971 State Plans. In both Plans, outcome data is listed as not available and the same global enrollment projections are made under headings moved up one year.

There were five other objectives in both Plans for which there were change data. The number of teachers of adult occupational education in inservice training fell 137 short

of the goal of 651. While the objective was 3,500 secondary occupational education teachers in inservice training, only 637 were actually included in such training. The number of consumer and homemaking personnel in preservice and inservice training for teaching the disadvantaged fell twenty-nine below the modest goal of ninty-four. The enrollment goal was reached for general home economics in public school grades 9 to 12. Enrollment in adult level home economics increased slightly both Statewide and in urban areas.

A Foundation for Effective Council Evaluations

One of the intentions of the Vocational Education Amendments of 1968 was to create state advisory councils, independent from state boards of education, with two broad responsibilities, advice and evaluation. Independence, advice and evaluation are vitally interrelated. The soundness, importance and relevance of advice that state advisory councils give to state boards of education depends to a large extent on the knowledge councils accumulate as a result of their independent evaluation of occupational education.

The New York State Advisory Council on Vocational Education has reached a plateau where their major thrust is advisory. As a result of special Federal legislation, the Advisory Council may now be appointed by the Regents. Whether or not the New York State Advisory Council achieves the independence intended by the Vocational Education Amendments of 1968 remains to be seen. Since independence, evaluation and advice are interrelated, the overall effectiveness of the Council will be influenced by the degree to which it controls its own budget.

The following recommendations should help to improve the quality of further evaluations conducted under the direction of the Council:

1. That the Council immediately contract for an independent evaluation of the FY 1971 State Plan. The evaluation report should be completed early enough to be available at the time the FY 1972 State Plan is developed by the Department of Education. It is further recommended that such timing be maintained for evaluation of future State Plans.

2. That the Council adopt a continuous evaluation approach which includes several studies with sequenced due dates.

3. That the Council select a few areas for in-depth study rather than attempt a comprehensive review when limited funds are available for evaluation.

4. That the Council determine the priority area or areas for evaluation and provide contractors with specifications for required evaluations.

5. That the "Recommendations Regarding Vocational Evaluation by State Advisory Councils" and "Recommended Evaluation Questions for Consideration by State Advisory Councils" be used as a foundation for evaluation studies conducted by or for the Council.

6. That sources of data in addition to the Department of Education be emphasized in future evaluations.

7. That the Council hold several well-publicized meetings throughout the State each year at which the public is invited to express its views and provide data on occupational education.

APPENDIX C

FINANCING OCCUPATIONAL EDUCATION
IN
NEW YORK STATE

A STATEMENT OF POSITION
OF THE NEW YORK STATE ADVISORY COUNCIL
ON VOCATIONAL EDUCATION

PREFACE

It is important to note that several of the points expressed in the following position paper, "Financing Occupational Education In New York State", which was transmitted by the Council to the Board of Regents, have received legislative attention and are no longer apropos.

The Board of Regents released a response statement to the Advisory Council expressing their concurrance with the contents of the paper.

Commissioner of Education, Ewald B. Nyquist, distributed the position paper to members of the State Education Department staff with instructions that they prepare and submit responses.

In all, the Advisory Council feels that the paper was accorded good reception and elicited concerned response and action.

FINANCING OCCUPATIONAL EDUCATION IN NEW YORK STATE
A STATEMENT OF POSITION OF THE
NEW YORK STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

I. STATE SUPPORT FOR VOCATIONAL EDUCATION NEEDED

The New York State Advisory Council on Vocational Education believes that vocational-occupational education must be planned and developed as an integral part of the common core of all education at all levels from primary grades through higher education. Particularly urgent is the need to provide all students educational services that will open new routes to career preparation.

The Advisory Council applauds the State Education Department for its program to redesign educational curriculum and urges the Board of Regents to recommend to the Legislature of the State of New York a plan for increased support of occupational education.

II. VOCATIONAL EDUCATION GROWTH RETARDED BY LEGISLATION

The impact of the enactment of Chapter 183 of the Education Laws of 1969 has had a profound effect on all education in the State and has dealt an especially severe blow to vocational education.

Specific parts of the Legislation in Chapter 183 of the Laws of 1969 that work against vocational education are:

1. Limiting BOCES aid to local districts to a 10% increase over the previous year.

   This limitation is unrealistic since the growth in occupational education enrollments has been an increase of 68% between 1966-67 and 1967-68, and 37% between 1967-68 and 1968-69, and 25% between 1968-69 and 1969-70.

2. The limitation of state aid through BOCES imposed by the elimination of the 5 mil formula.

3. The 1968 decrease in aid to school districts has the direct effect of withdrawing support to vocational education. Districts tend to use State funds to support mandated programs. Under the cutback, districts participating in BOCES will have to withdraw from participation thus reducing the vocational education enrollments. There will be a similar effect on the vocational programs in the urban centers.

III. VOCATIONAL EDUCATION FUNDING CHANGE NEEDED

The Advisory Council believes that provision should be made in the State Aid Formula for Public Schools for the funding of occupational education as a special program requiring additional aid above the General Aid Formula.

The fact must be clearly understood that vocational and occupational preparation requires special equipment, facilities, and materials and the cost of instruction cannot be equated with the traditional academic program costs.

New York State has made major expenditures for federal, state and local funds to construct 30 area occupational skill centers throughout the State. These skill centers provide facilities, equipment and instruction to districts which alone could not afford them. Unless the Legislature takes action to provide continuing operational support at an appropriate level for these centers, they cannot be utilized as planned or according to need.

IV. TRANSPORTATION

The Advisory Council believes the New York State School Transportation Law should be amended to provide for student transportation aid between the home schools and the area skill centers at at the same percentage as local district transportation aid.

Students must be transported from their home schools to occupational centers each day. Under the current transportation law there is no provision for aid to the participating districts for the transportation of students to and from the occupational centers.

V. FINANCING REMEDIAL WHILE CUTTING BACK PREVENTATIVE PROGRAMS

In addition to appropriations by the Legislature for support of remedial programs in occupational education, such as the State Manpower Training Program, the Regents are urged to seek legislation that will provide greatly increased support for occupational education programs, which are preventative in nature.

A nationwide study, reported in the National Advisory Council Newsletter of December 1969 shows that for every $6.00 of support allocated for "remedial type" manpower programs, only $1.00 is allocated for preventative vocational education. The Smith-Hughes Act, various New Deal actions, the National Defense Education Act, the Vocational Education Act of 1963, and the anti-poverty Legislation of the last three years have increased annual Federal appropriations to approximately two-thirds of a billion dollars. Traditionally, these monies have been earmarked

for the support of training programs having only short-term goals. No provisions were made for the continuing support of vocational-occupational education programs under these acts, nor has the State Legislature provided continuing support.

The Legislature's education fiscal policy in New York State seems to follow the national pattern. The Council is aware that the Regents 1970 Legislative Proposal for an expenditure of $3 million to support continuing adult vocational education has been removed from the Governor's Budget while monies for a remedial "State Manpower Training Program," administered by the Department of Labor, were increased to $15 million in 1969, and the Governor has requested $25 million for fiscal year 1970. In the words of the National Advisory Council for Vocational Education, "This concentration of money and effort on the problems of those already unemployable, without at least as much money and effort expended to prevent people from experiencing the psychological and economic hardships of reaching that point is wasteful and inefficient."

VI. SPECIAL FORMULA FOR CONSTRUCTION

The Advisory Council believes that the Regents should urge the Legislature to adopt a special formula for the construction of vocational-occupational education facilities recognizing the optimum 20 pupils per class and the additional space needs inherent in occupational education programs.

The current building program formula makes no distinction between academic and vocational education as it applies to allowances for building aid. The current melding of the vocational education building allowances with the allowance for academic type facilities imposes restrictions upon districts that wish to construct vocational facilities. For example, a 20 student classroom limit has been set as optimum for vocational-occupational instruction. Yet the building formula allowing only 20 students per classroom, is applied to a formula designed to generate aid based on 27 pupils per classroom or a 770 sq. ft. classroom space. No provision is made for extra space needs dictated according to the needs of occupational programs.

VII. LEGISLATIVE CHANGES FOR SUPPORT OF TWO YEAR COLLEGES

The Advisory Council recommends that the Board of Regents support major Legislative changes in the present community, agricultural technical college law including the financial support formula.

Without major changes in the present law including increased State financial support for these institutions, the vocational-technical education programs in comprehensive community colleges could cease to exist or will be curtailed to such a degree that the effectiveness of these programs will be seriously jeopardized.

The Advisory Council supports the Governor in his budget proposal for 40% State support in the community college budgets. The Council believes this is a beginning constructive step in remedying the immediate problem, however, this should be recognized only as a first step and does not negate the need for meaningful and new legislation revising the present community college law.

VIII. ADULT OCCUPATIONAL EDUCATION SUPPORT

The Advisory Council believes that the State should increase substantially its support for occupational education for out-of-school youth and adults.

The Council supports the request of the Regents for inclusion in the 1970 budget of $3,000,000 for support of continuing occupational education. Occupational education at this level is not now supported by State funds.

The Council further agrees with the Regents position paper "Continuing Education" which recommends that the present capacity for occupational education of unemployed and underemployed adults be doubled in the next decade.

The Council believes that all existing capacity in the public high schools and two-year colleges and in the private and proprietary occupational schools should be utilized to the fullest extent.

Restoration of the modest request for $3,000,000 for 1970 for programs aimed at this population will provide a beginning in this task. The Council believes that a continuing study is needed of the requirements for occupational education for the adult population and of the means for providing it.

IX. PROVISIONS FOR MAKING USE OF PRIVATE VOCATIONAL EDUCATION FACILITIES

The Advisory Council on Vocational Education recommends that the Regents urge passage of a Legislative proposal that would permit the State Education Department to authorize the expenditure of vocational education funds to contract for programs in private and proprietary trade schools and technical colleges for the purpose of supplementing and extending occupational education programs at the local level.

There is a growing concern in New York State that private education is a vital part of the State's total educational program. The Vocational Education Amendments of 1968, Part B, Section 122, allow the use of Federal funds to provide vocational training through contracts with private vocational training institutions where such private institutions can make a significant contribution to attaining the objectives of the State Plan, and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions.

X. ATTITUDE AND IMAGE

The National Advisory Council on Vocational Education pointed out in its second annual Report (November 15, 1969) that "Government at all levels, school administrators, teachers, parents and students--all are currently of the attitude that vocational education is designed for somebody else's children". The New York State Advisory Council believes this is a snobbery New York State cannot afford and calls upon the Regents to initiate a statewide effort to cast a new image of vocational-occupational education as an integral part of the education of all youth.

APPENDIX D

REPORT OF THE NEW YORK STATE ADVISORY COUNCIL

OCCUPATIONAL TEACHER CERTIFICATION STUDY COMMITTEE

Submitted to the Board of Regents:

January, 1970

REPORT OF THE NEW YORK STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION
TEACHER CERTIFICATION STUDY COMMITTEE

January 1970

As part of its total effort to study the practices, trends, and issues of occupational teacher certification in New York State, the New York State Advisory Council on Vocational Education established the Occupational Teacher Certification Study Committee on November 21, 1969. The report of the Study Committee was presented to the Council on January 28, 1970. The Advisory Council herewith reports to the Board of Regents on the results of the Study Committee's investigation.

ORGANIZATIONS WITH WHICH THE STUDY COMMITTEE COMMUNICATED

1. New York State Associations of Vocational, Industrial Education Organizations.
2. Long Island Association of Vocational Education Administrators.
3. The Vocational Industrial Coordinators Association of New York State.
4. The New York State Home Economics Teachers.

ISSUES AND CONCERNS DISCUSSED BY THESE ORGANIZATIONS

1. Amount and nature of occupational experience required for teacher certification.
2. Length of college-level teacher training required for certification.
3. Demonstration of occupational proficiency and nature of proficiency examinations required for teacher certification.
4. Teacher training institutions--their course content and relevance for occupational teacher certification.

CONCLUSIONS DRAWN BY THE COUNCIL COMMITTEE

After studying communications, current and pending regulations, and hearing from key persons concerned about occupational teacher certification in New York State, the Certification Study Committee concluded:

1. That Certification regulations and teacher training practices are not universally acceptable to all organizations and individuals. Organizations especially, tend to view certification requirements from their own experience and vested interests.

2. That degrees or occupational experience do not in themselves insure that the possessor will be an effective teacher. However, occupational education teachers must be equipped with a blend of knowledge and skills and perform well and effectively in classrooms and laboratories. In addition, other characteristics are required that help them relate well to students. The performance of the teacher in the classroom determines the success or failure of the educational program. Many persons knowledgeable in occupational teaching rate performance in the classroom higher as a criterion for certification than earned degrees, journeyman experience, or subject matter knowledge.

3. That in many instances capable people who have reached a high level of competence within a trade area have been excluded from teaching because of rigid state regulations, their overly strict interpretation by employing instituions and stiff academic requirements for admission to teacher training institutions.

Recommendations

1. That the Regents Certification Regulations be redrafted. Certification regulations must be made flexible enabling persons administering occupational programs in the field to obtain the types of teachers they deem necessary to insure the success of their programs.

2. That admissions criteria at occupational teacher training institutions be restudied and revised allowing as many paths as possible for persons to prepare for, enter and advance in the occupational teaching profession.

3. That efforts be continued and expanded to improve techniques for the evaluation of all teachers, particularly during the period of probationary service. We urge continued efforts to improve performance evaluation following tenure.

APPENDIX E

SYNOPSIS OF
STATE PLAN GOALS AND ACCOMPLISHMENTS

The material that follows is a synopsis of

THE NEW YORK STATE ANNUAL REPORT
FOR OCCUPATIONAL EDUCATION - FY 70

The New York State Education Department
Office of Occupational Education

PREFACE

The decision to include a synopsis of the State Plan goals and accomplishments was made by unanimous approval of the Advisory Council because of the Council's involvement in the setting of the goals. The Council devotes time at two of its regular meetings to discuss the relevance and priority of the State Plan goals and also devotes time on its agenda at other meetings to look into the matter of their accomplishment.

The Council has taken license and extracted from The State Education Department, Office of Occupational Education Annual Report - FY 70 only the goal statements and accomplishments which were particularly broad and germane. The fact that statements were not used in no way implies that they were not significant. Every accomplishment of meaningful goals is significant.

SYNOPSIS OF STATE PLAN GOAL ACCOMPLISHMENTS

(Fiscal Year 1970)

SECONDARY LEVEL

OBJECTIVE

Provide for an increase of 14,000 students to be enrolled in occupational education, considering the manpower needs of each region. Specific emphasis should be placed on the critical manpower shortage areas of health, clerical and service.

An additional 10,000 students to participate in BOCES area center programs.
An increase of 4,000 occupational education enrollments in the "Big Six" cities

Accomplishment

Secondary enrollments increased from 335,582 in 1969, to 362,155 in 1970. An additional 14,880 students were enrolled in the BOCES center programs and 6,908 in the "Big Six" cities. The remainder of the increase occurred in the local schools.

Instruction in computer operation and programming was added to the office education curriculum in six BOCES centers. New courses in banking occupations were added to the instructional programs of distributive education and office education. Second year programs were added in many instances, for students to receive more advanced training within a chosen occupation. Increased emphasis was placed upon training for a cluster of occupations with a basic core of job responsibilities. A

modular concept of teaching was developed in agricultural education.

Each of the "Big Six" cities expanded the summer school system for secondary students. Four occupational education facilities in Rochester were open for summer classes and offered instruction in 16 occupational subjects. The full range of occupational offerings and extensive facilities were available in the Buffalo schools during the summer session. Enrollments in the New York City summer occupational program increased by approximately 200 students from 1968 to 1969, and by 300 students from 1969 to 1970. In the summer of 1970, enrollments totaled 8,566. Syracuse, Albany, and Yonkers expanded the summer school system by the addition of work-study programs.

All of the "Big Six" cities have developed pretechnical programs coordinated with technical programs at the postsecondary level.

Prevocational exploratory experiences were provided in seven new programs in the BOCES centers, in two new programs on the local level, and in eight new programs in the "Big Six" cities. In addition, two expanded prevocational programs were conducted.

Four new BOCES centers were developed in the following locations:

Western Onondaga
Erie #2, East Aurora
Nassau County, Northwest Center
Nassau County, County Center at Westbury

POSTSECONDARY LEVEL

OBJECTIVE

Accomodate an additional 11,000 full-time and part-time degree students in occupational education programs at the 2-year public colleges.

Accomplishment

An additional 17,000 full-time and part-time occupational students were served. Full-time and part-time enrollments in degree programs increased from 76,000 in fiscal year 1969 to 94,000 in fiscal year 1970.

New York State provided for increased enrollment in post-secondary occupational education by adding and expanding programs at existing public 2-year colleges. A total of 20 new occupational programs began operation at 12 colleges during 1969-70. Programs were expanded at nine colleges through the purchase of equipment or leasing of facilities. New Programs were funded in such fields as air and water pollution technology, hotel technology, environmental health technology, human services technology, police science, and electrical technology. Continued development of the urban center concept made postsecondary occupational education available to 6,000 inner city students during 1970. Emphasis was on paid cooperative work experiences and tutorial services.

Twenty new certificate and nondegree programs began operation in 1969-70 and four were expanded. These programs served 700 students. In 1969-70, a total of 3,300 students were served in 100 certificate and nondegree programs. During 1969-70, nondegree programs began operation in the fields of supermarket operations, department store sales, institutional housekeeping, building services, food marketing and management, machine tool operation, data processing, medical assisting, and medical transcribing.

Funding support to meet the operating expenses of new instructional programs offered by urban centers enabled these agencies to conduct nondegree programs in licensed practical nursing, business and industrial careers, graphic arts, industrial communications, medical laboratory assistance, and retailing. New programs were developed which coordinate with pretechnical programs at the secondary level. Articulated programs are ready for implementation in the coming school year at Onondaga Community College and Jefferson Community College, and a joint secondary-postsecondary occupational education program was in operation at Adirondack Community College during 1969-70.

Joint NDEA/VEA support was provided for a program in humanistic-psychological education, designed to assist students in developing self-knowledge, values and motivation. At five institutions, workshops were held for all faculty, guidance and counseling personnel, and administrators, to improve their skills in interpersonal relations.

Occupational education data collection procedures, initiated in 1970, will provide the State with more accurate indicators of holding power and dropout rates at the 2-year public colleges.

Services were provided to 15,380 disadvantaged students, with particular emphasis on urban areas. The list of efforts to assist disadvantaged students to succeed includes occupational guidance, tutorial services, cooperative work experiences, and prevocational courses. The urban centers made postsecondary occupational education available to disadvantaged persons in urban areas. The urban centers are administered by 2-year colleges, and are located in inner-city areas. Five urban centers were operating in 1969-70, serving 6,000 students in Brooklyn, Buffalo, the Capital District, Manhattan, and Rochester. Most handicapped students at the 2-year public colleges are served in regular occupational education programs rather than programs specially designed for the handicapped. One special program, a Career Vocational Program for the Handicapped Student, was initiated at Farmingdale Agricultural and Technical College.

Inservice activities were provided for 487 teachers, supervisors, and administrators. Faculty members and administrators from five institutions attended humanistic education and achievement motivation workshops. Inservice training was also provided at the Center for Community College Faculty Development at Rochester Institute of Technology. Clarkson

College of Technology provided a program to upgrade the training and knowledge of engineering technology instructors. Inservice workshops were offered for the purpose of developing articulated curriculums between 2-year colleges and BOCES centers. In New York City, inservice training was included as an integral part of a joint project among the community colleges to develop expanded programs of cooperative education. Twenty-five faculty members participated in inservice training activities at Corning Community College as part of that institution's planning project to develop a human services technology curriculum. A project designed to explore means of developing a systematic approach to program planning in occupational education was undertaken -- funded under contract with the Center for Instructional Communication at Syracuse University.

ADULT EDUCATION LEVEL

OBJECTIVE

Provide for an increase of 4,000 adults to be enrolled in occupational education, considering the manpower needs of the State. Particular emphasis should be placed on occupational areas with critical manpower shortages.

Accomplishment

Adult enrollments in occupational education increased from 109,351 in 1969, to 115,680 in 1970.

The greatest number of enrollees in new and expanded programs were in the manpower shortage areas of business and services. Although health occupations workers are in demand, the number of adult education enrollees in new and expanded programs cannot be determined due to inadequate data in this area. Fourteen additional BOCES centers offered adult programs in fiscal year 1970. A total of 47 BOCES centers now operate adult programs. The new programs offered for the first time in area centers were within the occupational fields of trade and technical, agriculture, office, and distributive education.

In the development of Adult Occupational Education, emphasis was placed on the development of skills directly related to area job opportunities. Manpower needs were identified through the cooperation of the New York State Employment Service, and

local business agencies and associations.

A total of 747 apprentices were served through 27 new programs and seven expanded programs. Program activities were developed in cooperation with local management, home building, chemical manufacturing, and industrial production associations. Working relationships continued with labor organizations on the local, State, and National levels.

PROGRAMS FOR THE DISADVANTAGED

OBJECTIVE

Provide occupational education for approximately 41,000 disadvantaged youth at the secondary level. Provide occupational education for 15,000 disadvantaged adults.

Accomplishment

The total number of disadvantaged youth enrolled in occupational education at the secondary level was 42,321 during fiscal year 1970. Disadvantaged adult enrollments in occupational education are not available.

Experience on-the-job in the form of cooperative education was used to stimulate enrollments in occupational education programs.

For financially disadvantaged students, assistance was provided in the form of paid work-study programs.

New York City provided after school skill development centers for senior students who did not have an occupational program available at their home school.

BOCES centers offered short-term courses with dual purposes; to provide entry-level training for specific occupations, and to provide prevocational orientation.

Early school leavers were served in each of the "Big Six" cities through either new or expanded programs.

Programs for the disadvantaged learners provided training for entry-level job skills and combined experience in the classroom with experience on-the-job.

The city of Syracuse developed a cooperative work experience program for low achieving, inner-city pupils identified as potential dropouts.

An Education-Business Project was established in New York City. The purpose of the program was to develop a strong guidance oriented educational approach for potential dropouts.

Multi-occupational exploratory experiences were provided as a means of encouraging potential dropouts to remain in school.

Programs for disadvantaged adults were added and expanded in four of the "Big Six" cities; New York City, Albany, Syracuse and Yonkers. All programs utilized existing facilities. Syracuse City Occupational Center offered a program to upgrade nurse aides to licensed practical nurses. Syracuse also conducted programs for disadvantaged adults to be trained as home health aides, carpenter helpers, automobile mechanics, and electrician helpers. A new program was offered in Albany to provide basic education as well as vocational skills for unemployed and underemployed adults from the inner-city. Yonkers and New York City expanded existing programs in office and trade and technical education for an increased number of adults to acquire entry-level skills.

PROGRAMS FOR THE HANDICAPPED

OBJECTIVE

Provide occupational education to 5,000 handicapped students at the secondary level and to 5,000 handicapped students at the adult level.

Accomplishment

Occupational education was provided for 5,935 handicapped students at the secondary level during fiscal year 1970. The number of handicapped adults served by occupational education is not available.

The number of handicapped students served by occupational education increased by 1,126 during fiscal year 1970. BOCES enrollments increased by 423. Enrollments in the "Big Six" cities increased by 69 as a result of new programs and 634 as a result of expanded programs.

Efforts were made to serve handicapped students in regular occupational programs with additional teachers and teacher aides, and with modified and new curriculum materials and learning aides.

Handicapped students were provided services such as: transportation, special guidance, remedial education, job placement and follow-up.

CURRICULUM DEVELOPMENT

OBJECTIVE

Develop curriculum materials for secondary and continuing education.

Accomplishment

Nine curriculum guides were printed and released in fiscal year 1970 for secondary and continuing education.

The Curriculum Development Center (CDC) developed curriculum materials for secondary and continuing education during fiscal year 1970 in cooperation with all the instructional bureaus of occupational education.

A manual of cooperative work experience programs was developed which will provide information on a variety of cooperative work experience programs for students.

A major project in agricultural education was initiated in fiscal year 1970 to allow for more individualized programming. Approximately 130 modules of instruction were identified in all five areas of agriculture.

A trial publication for a technical program in instrumentation and control systems was distributed to occupational education directors throughout the State.

A curriculum committee met to identify skills needed in each of the several building trades, for a comprehensive building industries occupations course.

TEACHER EDUCATION

OBJECTIVE

Provide 30 inservice teacher education programs in areas of occupational education for an estimated 1,300 teaching and guidance personnel.

Accomplishment

Twenty-seven inservice teacher education programs were conducted, serving 543 teaching and guidance personnel.

Programs were designed to keep teachers aware of modern technologies and employment needs, and to assist them in communicating new ideas to their students. Programs were offered in cooperative education, occupational guidance, and the major instructional areas of agriculture, business, distributive, home economics, and trade and industrial education.

A guidance workshop focused on the present status and future trends of occupational guidance. Counselors discussed philosophical foundations, behaviorial aspects, and the changing approach to occupational guidance in the United States.

A workshop in occupational cooperative program development dealt with new ways of implementing cooperative programs in large city districts.

PROGRAMS OF GUIDANCE

OBJECTIVE

Establish a model career guidance program in an area center and its feeder schools.

Accomplishment

Accomplishments in occupational guidance and counseling during 1969-70 were related mainly to activities of model career development projects in the Mid-Hudson and Buffalo areas. The Mid-Hudson project created a resource center to cooperate with all of the school districts and the area occupational education centers in a seven county Mid-Hudson region. The Buffalo project expanded career development resources in three schools serving the same inner-city area. The Mid-Hudson and Buffalo projects conducted inservice programs for elementary school teachers. The Buffalo and Mid-Hudson projects began the collection and dissemination of occupational information. Mid-Hudson introduced a program in cooperation with area radio stations entitled "Careers on the Air". Rochester completed a program for the presentation of career decision information in a format designed to serve early secondary youth. Three counseling centers were established at the schools in the Buffalo project. Each school was staffed by two counselors and two para-professionals. The schools were populated primarily by disadvantaged students.

The State Education Department's Bureau of Guidance, the State Employment Service, and the Finger Lakes Occupational Center established a successful model placement service at the Finger Lakes Center in 1968-69. Employment Service staff shortages have prevented the establishment of additional models.

OBJECTIVE

Establish six model occupational counseling centers for students and prospective students enrolled in occupational programs for out-of-school youth and adults.

Accomplishment

Limited and late Federal Funding did not permit pursuit of this objective.

RESEARCH

OBJECTIVE

Conduct research activities dealing with the identification of new and unique occupational areas which will serve as a foundation for curriculum development to meet projected needs.

Accomplishment

Three research studies pertaining to the identification of new occupational areas with manpower shortages were conducted:

"A Simulated Model for Educating Mentally Retarded Students for Employment in the Hotel-Motel Industry";
"A Survey of Manpower Needs in the Commercial Nursery Industry";
"The Relevance of Secondary Occupational Training in Agriculture to Occupational Patterns".

Manpower needs were surveyed in all of the studies to provide a basis for developing appropriate curricula.

A study was conducted by the Center for Field Reserach at New York University that analyzed the occupational aspirations and expectations of black and white high school juniors and seniors from lower and lower-middle socioeconomic status families from four representative cities in New York State.

The Office of Occupational Education and the Information Center on Education worked together to develop a refined instrument of student follow-up to be used in fulfilling the objective. The instrument probably will be in use in fiscal year 1971.

The following additional research projects were completed during the past year:

"Development of a Cooperative Retailing Program for the Disadvantaged";
"Career Programs in Two-Year Colleges";
"The Extent of Registered Apprentice Training in New York State - 1967";
"Area Occupational Education Programs in a Selected 12 County Area in New York: Concerns and Expectations";
"Automatic Data Processing in New York State Secondary Schools";
"Application of the Extended School Year Concept to a BOCES";
"The Attitudes of School Board Members Toward Occupational Education";
"The Status of Para-professionals in New York State School Districts";
"The Status and Role of Lunchroom Aides in Selected New York State School Districts";
"A Study of Manpower Development and Training Act Programs in New York State"; and
"Study of Articulation Program between Nassau Community College and Topic House".

The Bureau of Occupational Education Research is the Educational Resources Information Center (ERIC) for New York State. The Bureau has microfilm reproduction equipment servicing a network of 32 sub-centers around the State.

EXEMPLARY PROGRAMS AND PROJECTS

OBJECTIVE

Award 10 planning grants to educational agencies for the purpose of developing and organizing exemplary programs.

Accomplishment

Three exemplary programs were initiated during fiscal year 1970; two in the "Big Six" cities and one in a BOCES center.

The exemplary program developed in New York City focused on occupational education as a central function of the comprehensive school.

The exemplary program conducted in Syracuse was designed to plan for the modification of a school system of a medium sized city through the introduction of occupational orientation in the elementary schools.

An exemplary program for disadvantaged secondary students was initiated by Nassau County BOCES. The purpose of this program was to provide a summer program of orientation and retail work experience for students who had just completed the 11th year in their local high school.

CONSUMER AND HOMEMAKING EDUCATION

OBJECTIVE

Initiate 40 innovative courses for adults focusing on consumer education and home management within the framework of home economics.

Accomplishment

Established 18 short-term adult programs.

Established five pilot programs and a sixth study.

Pilot 1 - Team Teaching
Pilot 2 - Teacher Aides
Pilot 3 - Recruitment and Teaching of Boys
Pilot 4 - Innovative Facilities
Pilot 5 - Guidelines for Dual Role Courses
Pilot 6 - Residential Home Management

The operation of the Albany Adult Center, the pilot for providing guidelines for consumer and homemaking programs for low income audiences was continued. Fifteen additional urban programs in Buffalo, Rochester, Schenectady, Syracuse, White Plains, Roosevelt, Wyandanch, Hempstead, Troy, Yonkers, the three boroughs of New York City (Queens, Richmond, Manhatten) and two in Buffalo were established.

Plans were made with the State University College of Arts and Science at Plattsburgh for the production of learning packages using the multimedia approach, with one version of each package prepared in Spanish. The production of learning packages in five subject areas was initiated.

YOUTH ORGANIZATIONS

OBJECTIVE

Increase the membership and the number of chapters and clubs of each youth organization.

Accomplishment

Vocational Industrial Clubs of America (VICA) underwent dramatic expansion in New York State during 1970, adding eight new chapters and nearly 1,000 members. Membership and numbers of chapters remained fairly stable in other four vocational youth organizations.

Currently, five occupational youth organizations are operating in New York State: Distributive Education Clubs of New York (DECNY) Future Business Leaders of America (FBLA), Future Farmers of America (FFA) Future Homemakers of America (FHA), and Vocational Industrial Clubs of America (VICA).

Activities common to these organizations are coordinated by the Office of Youth Leadership Development in the State Education Department. Through this office, a Youth Council has emerged, consisting of the State advisors of each youth organization. Efforts were continued, through the Coordinator's Office, to strengthen the youth organizations through greater involvement of business and industry. The emphasis in 1970 was on development of advisory councils. FBLA'S Advisory board continued to function.

while FHA reactivated its board and VICA began to identify members for a new board. As the youth organizations have become incorporated, representatives of industry have been selected as trustees, helping to strengthen ties between the clubs and employers.

Inservice education for youth organization advisors was conducted by State staff.

COOPERATIVE PROGRAMS

OBJECTIVE

Serve an estimated 13,000 additional students in cooperative work experience programs by:

- -providing summer cooperative programs on an expanded basis;
- -expanding cooperative programs at the local level;
- -providing additional work stations at the local level with more and different employers; and
- -adding 15 additional cooperative programs in broad occupational categories in urban areas with high concentrations of youth unemployment and school dropouts.

Accomplishment

During the summer months, over 2,000 students with sales and sales supporting objectives were enrolled in cooperative distributive education programs. A total of 639 new businesses were contacted to join the program for the first time by providing cooperative work stations.

To assure program accessibility to all students, out-of-school youth, and adults, local agencies and the State Education Department will continue communications with the Office of Economic Opportunity, the Division of Vocational Rehabilitation, the Veterans Administration, and the New York State Employment Service.

Through a joint project between the Occupational Education Instructional Bureaus and the Curriculum Development Center, a new manual of cooperative work experience programs was prepared.

Because fiscal year 1970 funds were appropriated late in the year, many cooperative work experience programs did not begin. The remainder of cooperative funds have been carried over, to be expended in fiscal year 1971.

WORK-STUDY PROGRAMS

OBJECTIVE

Conduct work-study programs for youth who need financial assistance in order to remain in or return to school for the purpose of acquiring occupational education. Emphasis should be directed to the potential dropout who could benefit from an occupational education program. The major effort should be in urban areas of high population concentration.

Accomplishment

Work-study programs were offered in each of the "Big-Six" cities.

Albany, Rochester, Syracuse, Buffalo, Yonkers, and New York City conducted work-study programs during the summer months. Disadvantaged students in need of financial assistance were placed in employment according to their interests, capabilities, and career plans.

SYRACUSE	approximately	200 students
ROCHESTER	approximately	225 students
ALBANY	approximately	40 students
YONKERS	approximately	200 students
BUFFALO	approximately	137 students
NEW YORK CITY	approximately	500 students

Co-sponsored with the City of Schenectady Board of Education a 3-day Consumer and Homemaking Institute at the Washington Irving Education Center, sponsored a workshop at State University College at Buffalo which had as special features: consultants working with inner-city residents; field trips to inner-city schools, community centers, day care centers, and food stores; and home visits with extension Nutrition Aides.

Two institutes were conducted, one for teachers in the North Country and one in western New York.

At a workshop sponsored at the State University College of Arts and Science at Plattsburgh, 25 home economics teachers were trained to develop curriculum packages in consumer and homemaking.

At the State University College at Buffalo a workshop was held to increase knowledge of consumer education concepts applicable to the teenage student.